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ABSTRACT

This report presents the results of the fifth annual survey of state activities in the assessment of educational outcomes for students with disabilities. The survey of state directors of special education requested information in the areas of federally reported data, assessment of outcomes, participation of students with disabilities in state assessments, and state technical assistance needs. Comparison with previous surveys identified the following trends: (1) more states reported collecting outcome-related data on students with disabilities in 1995 than in 1991, although fewer states collected post-school data; (2) the impetus for data collection and analysis has shifted toward accountability and public reporting; (3) access and analysis of data on the academic achievement of students with disabilities has not changed much over the years (many state directors did not know whether the scores for students with disabilities could be disaggregated from assessment databases); (4) the primary barrier to more states being able to enact such analyses appeared to be a limitation of resources; and (5) more states have policies governing participation and accommodations in testing programs. The report contains 10 tables and 19 figures detailing state data. (DB)

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ED 404 799

1995 State Special Education Outcomes

Longitudinal Trends in How States are Assessing Educational Outcomes for Students with Disabilities

EC 305317

NATIONAL CENTER ON EDUCATIONAL OUTCOMES

College of Education and Human Development ■ University of Minnesota

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1995 State Special Education Outcomes

Longitudinal Trends in How States are Assessing Educational Outcomes for Students with Disabilities

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National Center on Educational Outcomes
College of Education and Human Development, University of Minnesota

In collaboration with the Council of Chief State School Officers (CCSSO), the National Association of State Directors of Special Education (NASDSE), and St. Cloud State University. The Center is supported by the Office of Special Education Programs, U.S. Department of Education.

April 1996

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NCEO is a collaborative effort of the University of Minnesota, the National Association of State Directors of Special Education (NASDSE), the Council of Chief State School Officers (CCSSO) and Saint Cloud State University. Part of the Center's mission has been to provide national leadership in identifying educational outcomes for students with disabilities and in developing possible indicators that could be used to monitor those outcomes.

The Center works with national policymaking groups, state departments of education, and other groups and individuals to promote national discussion of educational goals and indicators that include students with disabilities. Furthermore, it is directing its efforts toward the achievement of several goals:

Goal 1: Students with disabilities will be part of national level education reforms

Goal 2: Students with disabilities will be part of each state's standards-based educational reform efforts

Goal 3: Students with disabilities will be included in national education data collection efforts

Goal 4: Students with disabilities will be included in national and state level reporting of educational outcomes, with results that can be disaggregated.

NCEO continues to work with its organizational partners to document, analyze, and disseminate information to national and state educational agencies seeking to include students with disabilities in their efforts to reach better educational results.

The Center is supported through a cooperative agreement with the U.S. Department of Education, Office of Special Education Programs (1990-1995: H159C00004; 1995-2000: H159C50004). Opinions or points of view expressed within this document do not necessarily represent those of the U.S. Department of Education or Offices within it.

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- Trish Grafstrom

1995 State Special Education Outcomes was prepared by Ron Erickson and Martha Thurlow, with special assistance from Kathryn Thor and Allison Seyfarth.

Executive Summary

This report presents the results of the fifth annual survey of state activities in the assessment of educational outcomes for students with disabilities. NCEO sent the survey to directors of special education of all the 50 regular states and the 10 unique states that provide special education under the provisions of the *Individuals with Disabilities Education Act*.

Respondents were asked to respond to items about the current status or activities of their states in these areas:

- federally-reported data
- assessments of outcomes
- participation of students with disabilities in state assessments
- state technical assistance needs

In several of these areas, it was possible to examine longitudinal trends by comparing responses from the first survey to current responses.

Major Findings

The longitudinal look at state activities in the assessment of educational outcomes for students with disabilities reveals some interesting trends:

- Overall, more states report collecting outcome-related data on students with disabilities in 1995 than in 1991. The only exception to this trend is a decrease in the number of states engaged in post-school data collection.
- Over the past five years, the impetus for data collection and analysis has shifted toward accountability and public reporting. This is true for participation, exit, vocational, and post-school data. However, data collection activities from post-school studies have decreased significantly over the past five years.
- Change has occurred, though not as rapidly, in the access and analysis of academic achievement data on students with disabilities. In 1995, a large number of state directors of special education still do not know whether the scores for students with disabilities can be disaggregated from assessment databases. Even when the data are available, many states have not conducted such analyses.
- The primary barrier to more states being able to enact such analyses appears to be a limitation of resources.
- Increases in state policies governing participation and accommodations in testing programs are hopeful signs that attention will continue to be focused on obtaining information on the outcomes of students with disabilities.

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These were the state directors of special education in October 1995 when the survey was conducted.

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Introduction

Since 1991, when NCEO conducted its first national survey of state special education directors, there have continued to be efforts to reform our nation's system of schooling. Almost every state has been engaged in some type of reform effort since that time, with efforts often focused on the establishment of learner outcomes and aligned assessment systems. National efforts have included the establishment of national education goals, the passage of the *Goals 2000: Educate America Act*, and the work of various groups to produce world-class standards in numerous content areas.

Central to many of these state and national efforts is the concept of *educational accountability*, a premise that our schools must take more responsibility for the outcomes attained by our students. NCEO has joined many other state and national organizations in arguing that such accountability is possible only *when relevant data are collected to measure the outcomes.*

About the State Survey

The survey for *1995 State Special Education Outcomes* examined state special education policies and practices related to the collection and analysis of data. This year's report also analyzes longitudinal trends in state efforts to collect information on (a) the participation of students with disabilities in the general education curriculum and their exit from special education; (b) the vocational experiences of students with disabilities while in school; (c) the post-school experiences of students with disabilities; and (d) the participation of students with disabilities in statewide assessment programs. To examine these trends, findings from the 1995 survey are compared to those of the first annual survey of states conducted by NCEO in 1991.

The individuals surveyed for this report include the state special education directors in all fifty regular states, and in the ten unique states that abide by the provisions of the Individuals with Disabilities Education Act (IDEA). The responses compiled within this report were gathered through a mailed or faxed survey, or in some cases, by telephone interviews. In some instances, state special education directors asked other state officials to assist in answering the survey questions. For longitudinal analyses, only the responses of nine unique states were included, since only nine existed in 1991.

Next Steps

Since 1991, NCEO has conducted its survey on an annual basis. After the 1995 survey, presented in this report, NCEO will conduct its survey on a biennial basis, starting in 1997. Thus, the final survey will be conducted in 1999 and reported in the year 2000.

Ten Unique States

American Samoa = Am Samoa

Bureau of Indian Affairs = BIA

District of Columbia = DC

Guam

Mariana Islands = CNMI

Marshall Islands = RMI

Micronesia = FSM

Palau

Puerto Rico

U.S. Virgin Islands = USVI

State Contexts

Student Population Receiving Special Education

Table 1 ■ page 4

Table 1 displays state populations of all elementary and secondary students (ages 6 to 17 years), the number of those students in special education, and the corresponding percentages of students receiving special education. It is evident that the numbers and percentages of students receiving special education in relation to the overall population of students vary from state to state.

Figure 1 ■ page 6

State special education student populations differ as a result of numerous factors, including the variance found among states' eligibility requirements for special education services. Figure 1 illustrates this variance among the 50 regular states by identifying each state as falling into one of six percentage ranges.

Nationally, special education reported serving increasingly greater numbers of children during the past five years. The number of special education students in many states reflects this trend.

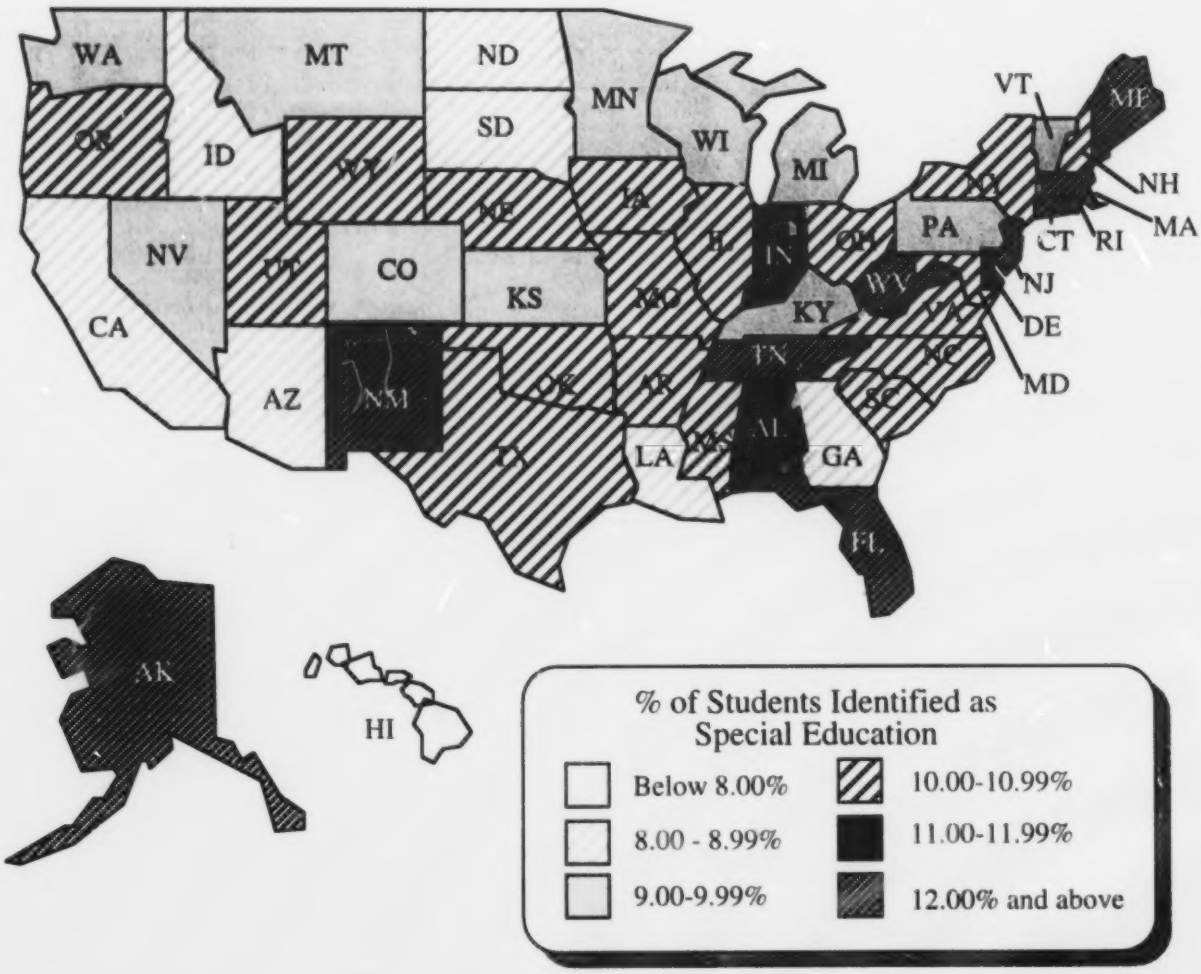
Student Populations Ages 6-17

State	Student Population	Special Education	% Special Education
Alabama	718,221	85,369	11.89
Alaska	120,532	14,772	12.26
Arizona	683,516	59,065	8.64
Arkansas	429,013	43,956	10.25
California	5,263,177	461,495	8.77
Colorado	617,334	56,842	9.21
Connecticut	494,174	60,599	12.26
Delaware	112,207	12,604	11.23
Florida	2,033,404	248,217	12.21
Georgia	1,195,702	106,852	8.94
Hawaii	188,289	12,920	6.86
Idaho	229,411	19,159	8.35
Illinois	1,982,615	217,170	10.95
Indiana	983,816	108,824	11.06
Iowa	504,600	53,644	10,63
Kansas	460,207	42,093	9.15
Kentucky	658,835	63,634	9.66
Louisiana	834,814	71,606	8.58
Maine	209,127	25,215	12.06
Maryland	788,580	82,213	10.43
Massachusetts	882,172	131,414	14.90
Michigan	1,659,693	152,295	9.18
Minnesota	825,704	74,732	9.05
Mississippi	510,625	55,360	10.84
Missouri	912,828	99,807	10.93

State	Student Population	Special Education	% Special Education
Montana	160,743	15,554	9.68
Nebraska	298,574	31,891	10.68
Nevada	221,786	21,243	9.58
New Hampshire	186,383	19,594	10.51
New Jersey	1,205,058	163,667	13.58
New Mexico	317,146	38,233	12.06
New York	2,834,121	296,966	10.48
North Carolina	1,104,161	116,907	10.59
North Dakota	118,796	10,502	8.84
Ohio	1,895,330	191,822	10.12
Oklahoma	587,918	63,513	10.80
Oregon	526,532	54,754	10.40
Pennsylvania	1,897,720	175,867	9.27
Rhode Island	150,231	19,672	13.09
South Carolina	624,605	68,342	10.94
South Dakota	141,920	12,741	8.98
Tennessee	838,595	101,823	12.14
Texas	3,360,563	352,757	10.50
Utah	450,035	45,111	10.02
Vermont	96,834	8,750	9.04
Virginia	1,025,195	111,605	10.89
Washington	918,572	82,811	9.02
West Virginia	304,758	37,016	12.15
Wisconsin	912,672	82,265	9.01
Wyoming	97,359	10,055	10.33

Numbers for 1993-94 for general education derived from Table AF4 and for special education from Table AA9 (ages 6-17) published in the *Fifteenth Annual Report to Congress* (U.S. Department of Education, 1995).

Percentages of Students in Special Education



Numbers for 1993-1994 from Tables AA9 and AF4 in *Seventeenth Annual Report to Congress* (U.S. Department of Education , 1995).

Federally-Reported Data

Special Education Participation and Exit Data

Beyond the federally-required data, many states extend their efforts to collect additional information on the participation and exit of students with disabilities.

Table 2 ■ page 8

The Office of Special Education Programs requires states to report annually on student participation and exit data. Participation information includes the number of students in special education categories being served in different program settings. Exit information includes counts of students who exit special education by graduating, returning to regular educational programs, or in other ways.

Thirty-two regular states and five unique states report collecting additional participation data. Among the most frequently collected data that extend beyond the required data are measures of the specific amounts of time students are served in general education and special education settings. Expulsion and suspension data also are collected by numerous states. Within the "other" category, states reported collecting information on the participation of students with disabilities in statewide assessments (or conversely, the rates of exclusion).

Table 3 ■ page 10

States that collect additional exit information beyond what is required usually obtain it about the circumstances surrounding a student's withdrawal from special education services. Twenty-four regular states and one unique state report collecting additional exit data. The most frequently cited additional data are dropout and graduation rates or trends. "Other" additional data include information on gender and ethnicity, and measures of student satisfaction.

Longitudinal Trends

There have been some interesting and dramatic changes over the past five years in the numbers of states collecting additional participation and exit data.

Figure 2 ■ page 12

With the exception of data on extracurricular activities, state data collection has increased significantly over this five year period in every category of additional participation data. Most dramatic is the increase in number of states collecting data on school suspension and expulsion. Fourteen states reported collecting this type of information in 1995, compared to *only one* state in 1991.

Figure 3 ■ page 13

States that collect additional data on dropout and graduation rates have increased significantly over the past five years, along with states that collect information on the types of diplomas earned by students with disabilities. *Reason for dropping out of school* was the only data category that did not show significant growth — six states collected this information in both 1991 and 1995.

Table 4 ■ page 14

An increase in the collection and use of additional participation data is evident. More states now collect this information than in 1995, and among those that do, a greater percentage use these data for a variety of purposes. The only exception is that of those states that collect additional participation data, the percentage using these data for program evaluation has remained stable.

Table 5 ■ page 15

A similar increase can be found in the collection and use of exit data among the states. Eleven more states collect this information than did in 1991, and of those that collect, a greater number are using it for accountability, evaluation, and reporting purposes.

Participation Data Extensions

STATE	No Additional Collected	Time in General Education	Time in Special Education	Hours of Service	Attendance	Suspension/Expulsion	Extracurricular Activities	Social Involvement	Other
Alabama		•	•						
Alaska	•								
Arizona		•	•						
Arkansas	•								
California		•				•			•
Colorado	•								
Connecticut		•	•			•			•
Delaware		•	•			•			
Florida		•	•	•		•			
Georgia		•							
Hawaii	•								
Idaho				•					
Illinois									•
Indiana						•			
Iowa		•							
Kansas			•	•	•	•			
Kentucky						•			
Louisiana			•	•	•	•			
Maine	•								
Maryland	•								
Massachusetts			•						
Michigan		•	•	•					•
Minnesota					•				
Mississippi		•	•						
Missouri	•								
Montana	•								
Nebraska		•	•			•			
Nevada	•								

STATE	No Additional Data	Time in General Education	Time in Special Education	Hours of Service	Attendance	Suspension/Expulsion	Extracurricular Activities	Social Involvement	Other
New Mexico		•	•	•	•				
New York		•	•						•
North Carolina						•			
North Dakota	•								
Ohio					•	•			•
Oklahoma	•								
Oregon	•								
Pennsylvania			•			•			
Rhode Island									•
South Carolina	•								
South Dakota	•								
Tennessee		•	•	•	•				
Texas									•
Utah		•	•	•	•	•			
Vermont	•								
Virginia					•		•		
Washington									
West Virginia	•								
Wisconsin			•						•
Wyoming						•			
Am Samoa	•								
BIA	•								
CNMI	•								
DC		•	•	•					
FSM		•	•		•			•	•
Guam		•	•						
Palau		•	•		•		•	•	
Puerto Rico		•	•						
RMI	•								
USVI									

Note: 1995 data not available for Washingon and the Virgin Islands

Exit Data Extensions

STATE	No Additional Data	Dropout Rate/Trend	Dropout Reason	Graduation Rate/Trend	Diploma Type	Other
Alabama	•					
Alaska	•					
Arizona		•		•		
Arkansas	•					
California		•		•	•	•
Colorado	•					
Connecticut		•		•	•	
Delaware		•	•	•	•	
Florida		•	•	•	•	
Georgia	•					
Hawaii	•					
Idaho	•					
Illinois						•
Indiana	•					
Iowa	•					
Kansas		•		•		•
Kentucky					•	
Louisiana		•		•	•	
Maine		•		•	•	
Maryland		•	•	•	•	
Massachusetts		•		•		
Michigan		•	•	•		
Minnesota		•	•	•		
Mississippi		•		•	•	
Missouri	•					
Montana	•					
Nebraska						•
Nevada	•					
New Hampshire		•		•	•	
New Jersey	•					

STATE	No Additional Data	Dropout Rate/Trend	Dropout Reason	Graduation Rate/Trend	Diploma Type	Other
New Mexico	•					
New York		•		•	•	•
North Carolina	•					
North Dakota		•		•	•	
Ohio		•	•	•	•	
Oklahoma	•					
Oregon						•
Pennsylvania	•					
Rhode Island	•					
South Carolina	•					
South Dakota	•					
Tennessee	•					
Texas		•				
Utah		•		•	•	
Vermont	•					
Virginia					•	
Washington						
West Virginia					•	
Wisconsin	•					
Wyoming	•					
Am Samoa	•					
BIA	•					
CNMI	•					
DC	•					
FSM			•	•	•	•
Guam	•					
Palau	•					
Puerto Rico	•					
RMI	•					
USVI						

Note: 1995 data not available for Washingon and the Virgin Islands

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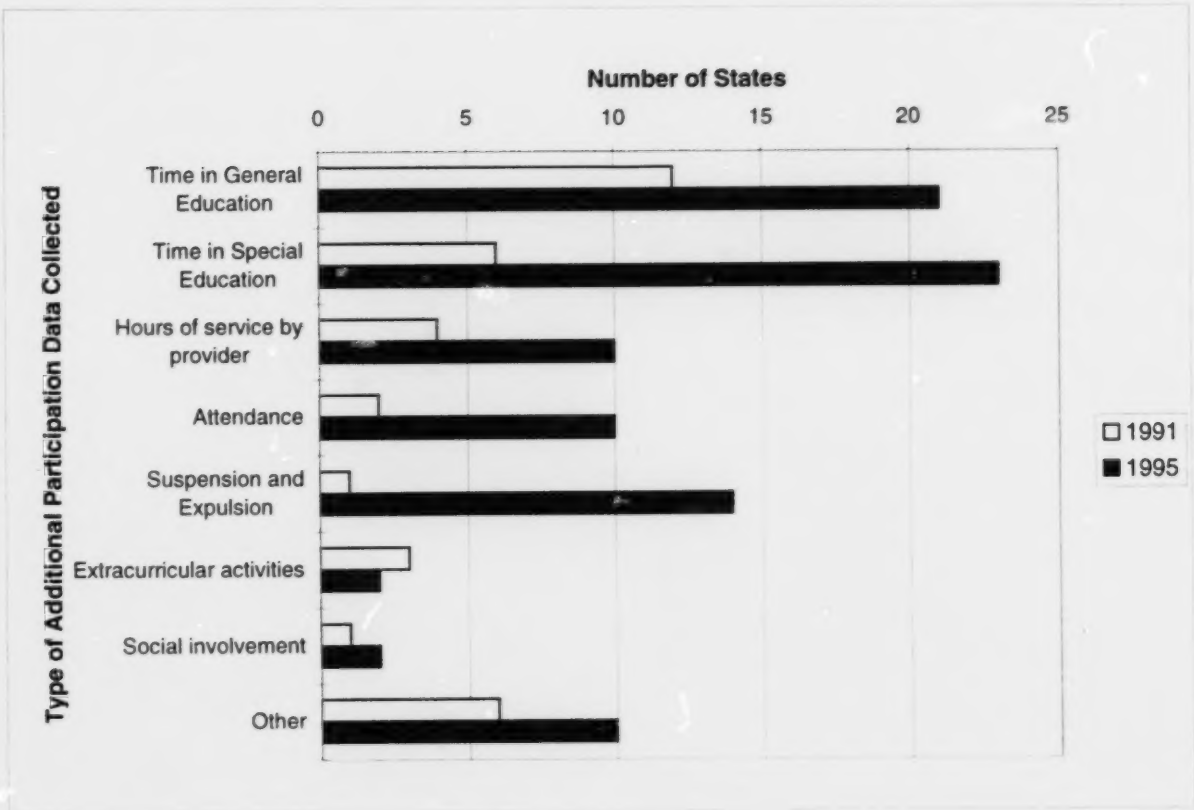
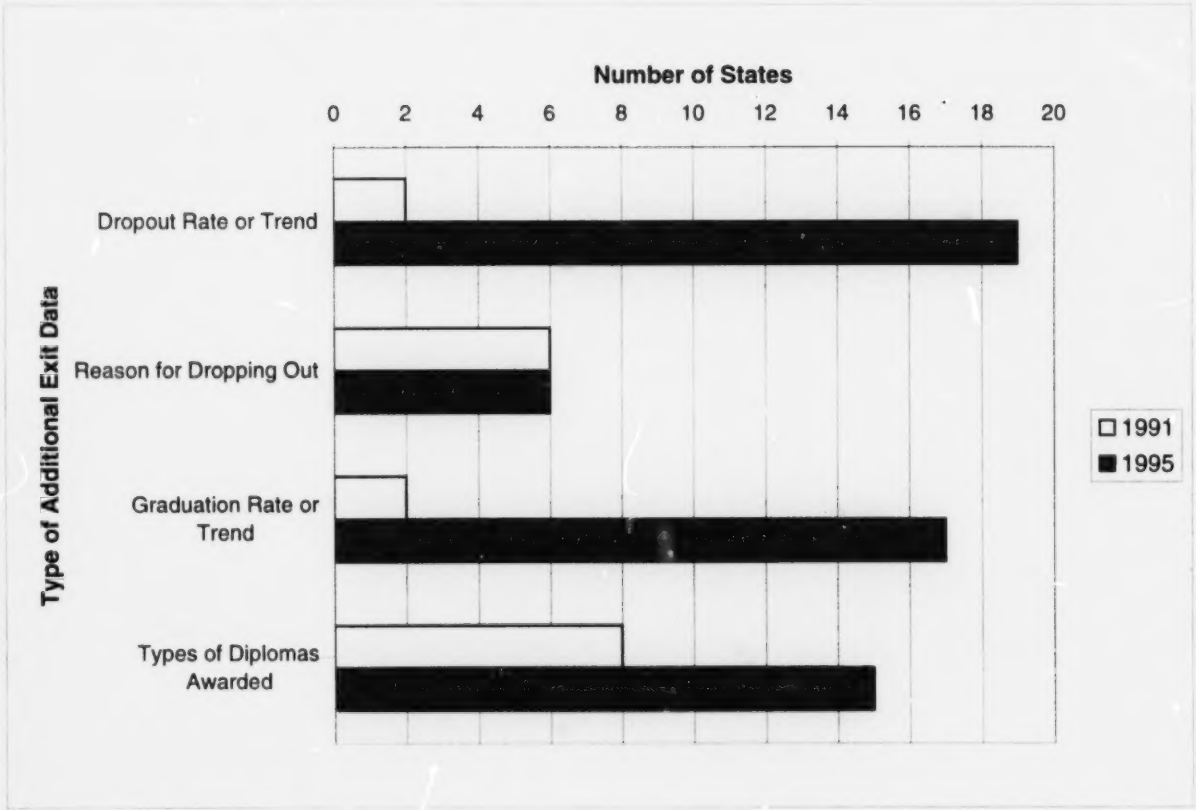
Trends in the Collection of Additional Participation Data



Trends in the Collection of Additional Exit Data



Trends in the Reported Uses of Additional Participation Data

Percent of Those States Collecting Additional Participation Data Who Report Using the Information for:	In 1991 (N = 25)	In 1995 (N = 37)
Local or State Accountability	2 (8%)	29 (78%)
Program Evaluation	8 (32%)	12 (32%)
Individual Student Decision Making	0 (0%)	11 (30%)
Reporting to State Legislature	10 (40%)	17 (46%)
Reporting to State Education Agency	4 (16%)	26 (70%)
Reporting to Local Education Agencies	11 (44%)	25 (68%)
Reporting to Other State Agencies/Departments	1 (4%)	11 (30%)
Reporting to Parents and Parent Groups	0 (0%)	12 (32%)
Reporting to Media	*	10 (27%)

* Data not collected in 1991 survey.

Trends in the Reported Uses of Additional Exit Data

Percent of Those States Collecting Additional Exit Data Who Report Using the Information for:	In 1991 (N = 14)	In 1995 (N = 25)
Local or State Accountability	1 (7%)	21 (84%)
Program Evaluation	7 (50%)	13 (52%)
Individual Student Decision Making	1 (7%)	4 (16%)
Reporting to State Legislature	4 (29%)	14 (56%)
Reporting to State Education Agency	2 (14%)	17 (68%)
Reporting to Local Education Agencies	8 (57%)	17 (68%)
Reporting to Other State Agencies/Departments	0 (0%)	13 (52%)
Reporting to Parents and Parent Groups	0 (0%)	10 (40%)
Reporting to Media	*	8 (32%)

* Data not collected in 1991 survey.

State Assessments of Outcomes

Areas Assessed

ACHIEVEMENT DATA

The most commonly used approach to assessing educational outcomes is the collection of data on students' academic achievement.

Figure 4 ■ page 19

Forty-five regular states and six unique states currently collect academic achievement data. Assessment of achievement now includes new strategies such as performance and portfolio assessments. States also are recognizing that if our nation's schools and school systems are to be accountable for the success of *all* students, then it is imperative to consider students with disabilities in the design, implementation, and reporting of assessments.

VOCATIONAL DATA

Positive relationships have been demonstrated between in-school vocational training and positive post-school outcomes for students with disabilities. Local educational agencies are required to provide individualized, interdisciplinary transition planning for all students with disabilities 16 years and older as they approach the transition to adult living. A major component of this planning involves the participation of students with disabilities in career awareness and a variety of vocational training experiences.

Table 6 ■ page 20

Thrity-one regular states and five unique states collected vocational data in 1995. Among the vocational information collected most frequently is the enrollment of students with disabilities in vocational programs, and the types of programs. "Other" vocational information collected by states includes employment status of students one year after graduation, and type of high school course work (academic, vocational, both).

POST-SCHOOL DATA

Table 7 ■ page 22

Seventeen regular states and two unique states collected post-school data on students with disabilities in 1995. Among the most frequently reported variables being tracked are the employment status of graduates, and their enrollment in post-secondary education. "Other" types of post-school data collected are enlistment in military service, friendship networks, and student satisfaction with school-based programs.

Longitudinal Trends

ACHIEVEMENT DATA

Figures 5 and 6 ■ page 24

A modest increase occurred in the number of states reporting that sponsorship of the achievement testing program was a

In all outcomes areas assessed, the use of data for accountability purposes increased dramatically over the past five years.

collaborative effort of the special education and general education divisions of the state education agency. This trend toward collaborative assessment programs would be expected to continue as states seek better ways to include *all* students in their assessment programs.

Table 8 ■ page 25

NCEO has annually asked states how they use the achievement data they collect. Among those states that collect statewide achievement data, there has been an increase in both the number and proportion of states that use these data for a variety of accountability and reporting purposes. Among the most dramatic increases leap from 8 to 40 states over the past five years that report using achievement test results for accountability purposes.

VOCATIONAL DATA

Changes are evident over time in the collection of vocational data. These changes occurred in the number of states collecting data, in the uses of the data, and in the group responsible for collecting the data.

Figure 7 ■ page 26

For all categories of vocational data except *employment during school years*, there is an increase over time in the number of states collecting the data. The most dramatic increase is in the number of states collecting data on enrollment in vocational education.

Table 9 ■ page 27

Changes in the uses of vocational data also have occurred over time. Dramatic increases are evident in the use of vocational data for reporting and accountability purposes. Less dramatic, but still quite large, is the number of states in which vocational data are used for reporting to state legislative audiences.

Figures 8 and 9 ■ page 28

Assessment activities can be directed by various departments or units within a state educational agency. From 1991 to 1995, there was considerable expansion in the efforts of general education to collect vocationally-related data. Efforts by special education units to collect vocational data also increased. Collaborative efforts to collect vocational data have not shown a significant increase over time.

POST-SCHOOL DATA

In previous surveys, post-school data had been collected as part of externally-funded research studies in many states. This no longer seems to be occurring, even though post-school attainment is a major goal of education.

Figure 10 ■ page 29

An overall reduction in the number of states collecting *any* type of statewide post-school data is evident from 1991 to 1995. Especially significant is the reduction in the number of states gathering information on the employment status of special education graduates.

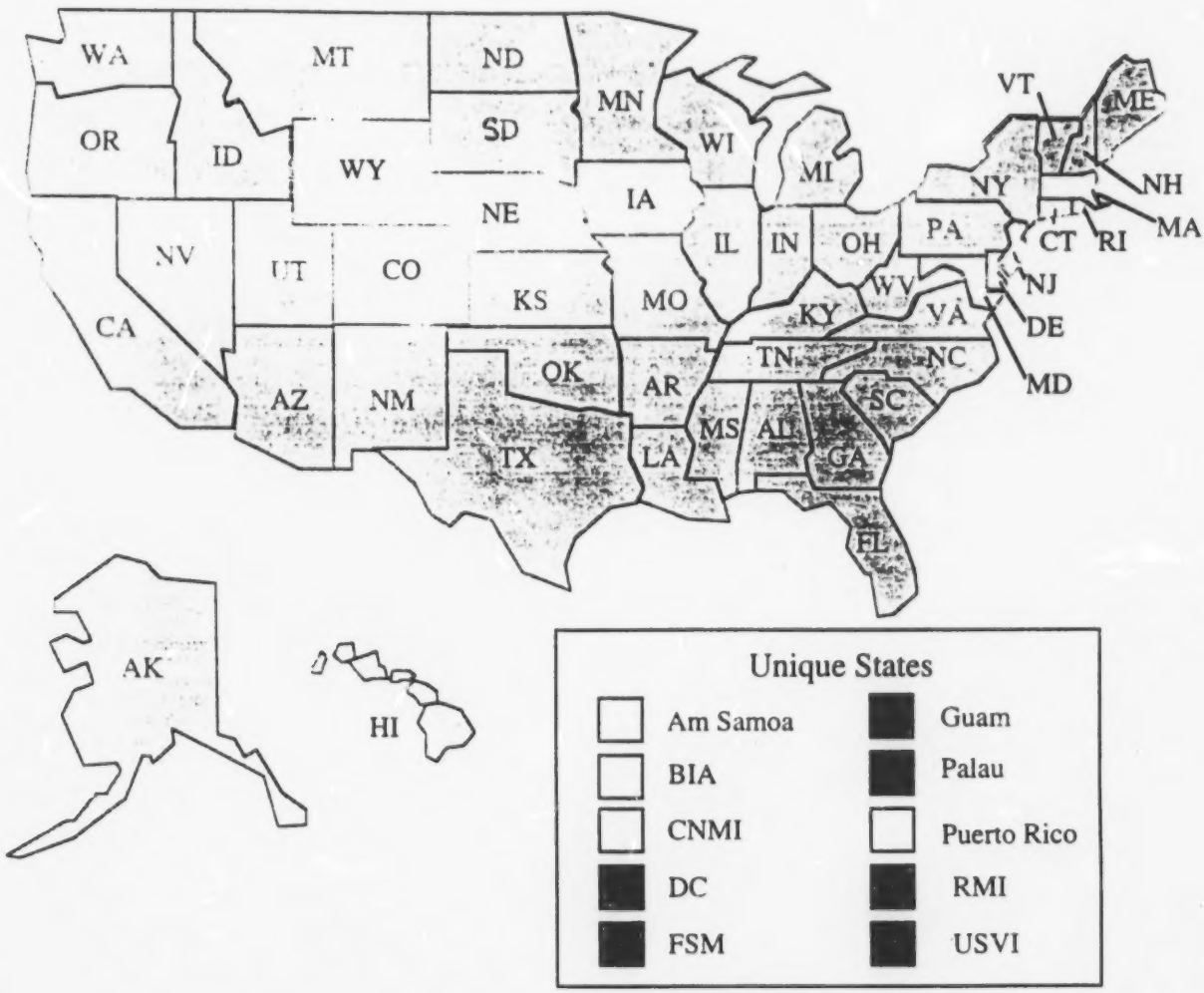
Table 10 ■ page 30

Despite the decline in the number of states collecting post-school data, there is a notable increase in the use of post-school data for accountability purposes whenever these data are collected. Correspondingly, a much greater percentage of states collecting these data now use these data for reporting to educational and public audiences.

Figures 11 and 12 ■ page 31

The educational unit responsible for collecting post-school data remains relatively unchanged in 1995 compared to 1991. Special education units have been constantly more likely to have responsibility for collecting post-school data than are their general education counterparts.

Academic Achievement Data



State collected statewide academic achievement data in 1995

State did not collect statewide academic achievement data in 1995

Vocational Areas Assessed

STATE	No Vocational Data	Employment During School Years	Enrollment in Vocational Education	Type of Vocational Program	Enrollment in Career Education	Job Placement at Completion	Other
Alabama			•	•	•	•	
Alaska	•						
Arizona*							
Arkansas			•				
California		•	•	•	•	•	
Colorado	•						
Connecticut	•						
Delaware			•			•	
Florida			•	•	•	•	
Georgia	•						
Hawaii	•						
Idaho							•
Illinois							•
Indiana	•						
Iowa							•
Kansas			•				
Kentucky			•	•	•	•	
Louisiana			•				
Maine			•	•			
Maryland		•	•	•	•	•	
Massachusetts	•						
Michigan			•	•			•
Minnesota		•	•	•			
Mississippi			•				
Missouri			•	•		•	
Montana	•						
Nebraska	•						
Nevada	•						
New Hampshire			•				
New Jersey			•				

STATE	No Vocational Data	Employment During School Years	Enrollment in Vocational Education	Type of Vocational Program	Enrollment in Career Education	Job Placement at Completion	Other
New Mexico		•	•	•	•	•	
New York	•						
North Carolina	•						
North Dakota						•	
Ohio			•	•	•	•	
Oklahoma	•						
Oregon	•						
Pennsylvania			•				
Rhode Island			•	•			
South Carolina			•	•	•	•	
South Dakota	•						
Tennessee							•
Texas	•						
Utah						•	
Vermont		•	•	•	•	•	•
Virginia		•	•	•			
Washington							
West Virginia			•	•			
Wisconsin	•						
Wyoming			•				
Am Samoa	•						
BIA	•						
CNMI	•						
DC			•	•	•		
FSM		•				•	
Guam		•					
Palau						•	
Puerto Rico			•	•	•		
RMI	•						
USVI							

Note: 1995 data not available for Washingon and the Virgin Islands

* No response to survey question

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Post-School Areas Assessed

STATE	No Additional Data	Employment Status	Wages/Earnings	Enrollment in Post Secondary Education	Living Arrangements	Other
Alabama	•					
Alaska	•					
Arizona*						
Arkansas	•					
California		•	•	•		
Colorado	•					
Connecticut		•	•	•	•	
Delaware		•	•	•		
Florida		•	•	•		
Georgia	•					
Hawaii		•	•	•	•	
Idaho	•					
Illinois						•
Indiana	•					
Iowa						•
Kansas	•					
Kentucky		•		•		
Louisiana	•					
Maine	•					
Maryland	•					
Massachusetts	•					
Michigan		•	•	•	•	•
Minnesota		•	•	•	•	
Mississippi	•					
Missouri	•					
Montana	•					
Nebraska						•
Nevada	•					
New Hampshire	•					
New Jersey	•					

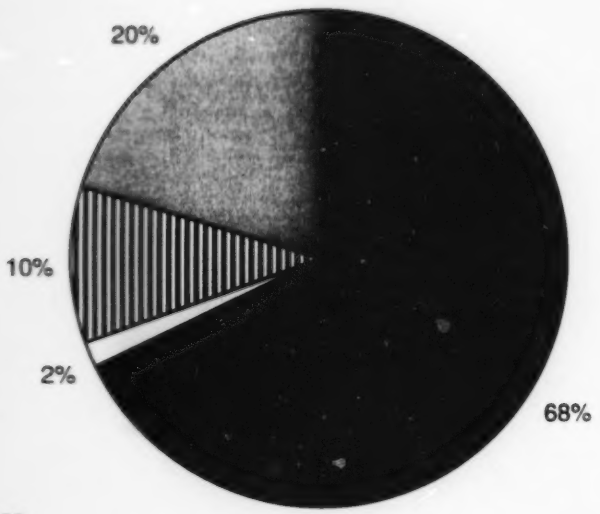
STATE	No Additional Data	Employment Status	Wages/Earnings	Enrollment in Post Secondary Education	Living Arrangements	Other
New Mexico		•	•	•		
New York	•					
North Carolina*						
North Dakota		•	•	•	•	•
Ohio		•		•		
Oklahoma	•					
Oregon	•					
Pennsylvania				•		
Rhode Island	•					
South Carolina	•					
South Dakota	•					
Tennessee	•					
Texas						•
Utah		•	•	•	•	
Vermont	•					
Virginia	•					
Washington						
West Virginia	•					
Wisconsin	•					
Wyoming	•					
Am Samoa	•					
BIA	•					
CNMI	•					
DC	•					
FSM				•		
Guam	•					
Palau				•		
Puerto Rico	•					
RMI	•					
USVI						

Note: 1995 data not available for Washingon and the Virgin Islands

* No reponse to survey question

Trends in SEA Responsibility for Academic Achievement Data

1991

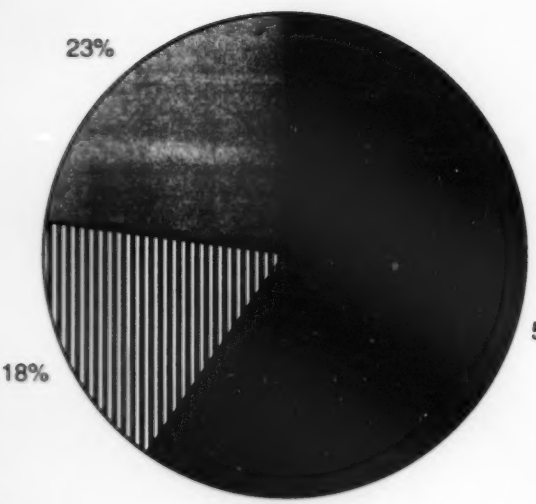


- General Education*
- Special Education
- Combined Effort
- No Statewide Achievement Testing

N = 59

*includes SEA assessment divisions

1995



- General Education*
- Combined Effort
- No Response or No Testing Program

N = 57

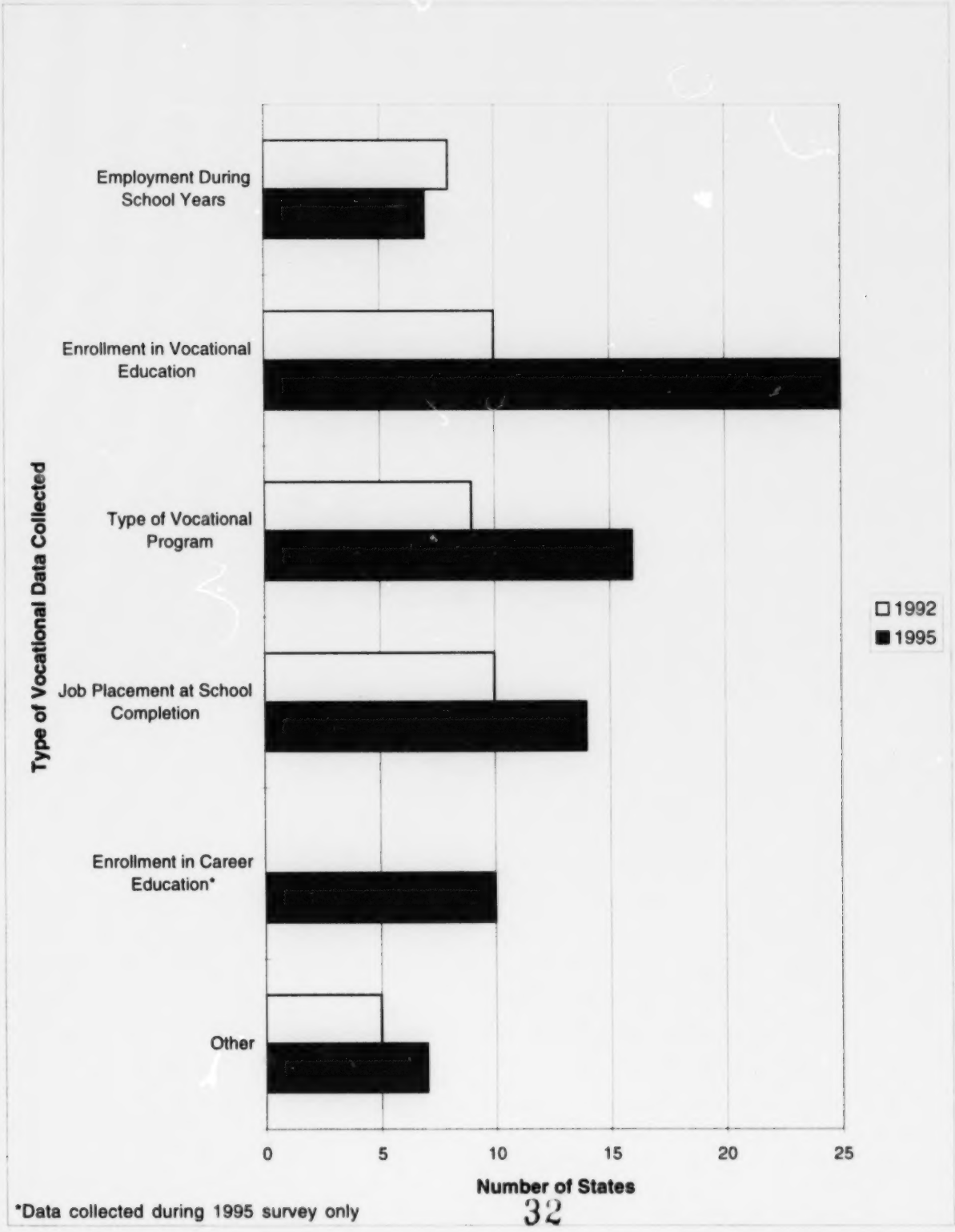
*includes SEA assessment divisions

Trends in the Reported Uses of Academic Achievement Data

Percent of Those States Collecting Achievement Data Who Report Using the Information for:	In 1991 (N = 47)	In 1995 (N = 44)
Local or State Accountability	8 (17%)	40 (91%)
Program Evaluation	27 (57%)	27 (61%)
Individual Student Decision Making	20 (43%)	23 (52%)
Reporting to State Legislature	11 (23%)	31 (70%)
Reporting to State Education Agency	9 (19%)	38 (86%)
Reporting to Local Education Agencies	26 (55%)	40 (91%)
Reporting to Other State Agencies/Departments	0 (0%)	13 (30%)
Reporting to Parents and Parent Groups	3 (6%)	31 (70%)
Reporting to Media	*	30 (68%)

* Data not collected in 1991 survey.

Trends in the Collection of Vocational Data



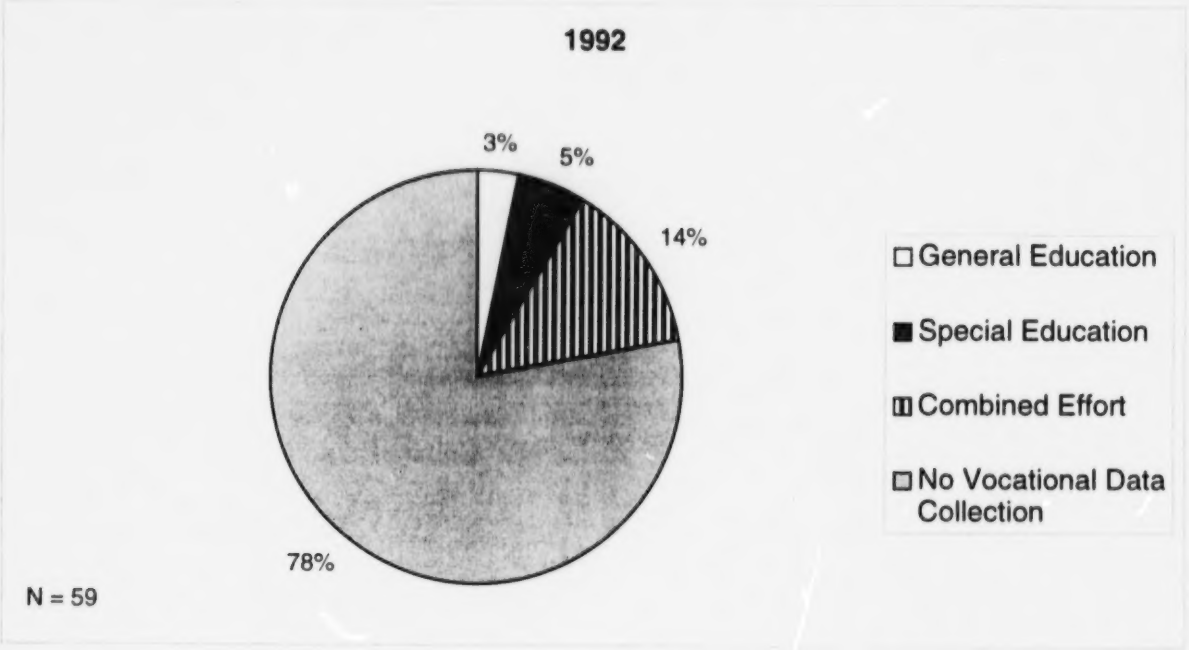
*Data collected during 1995 survey only

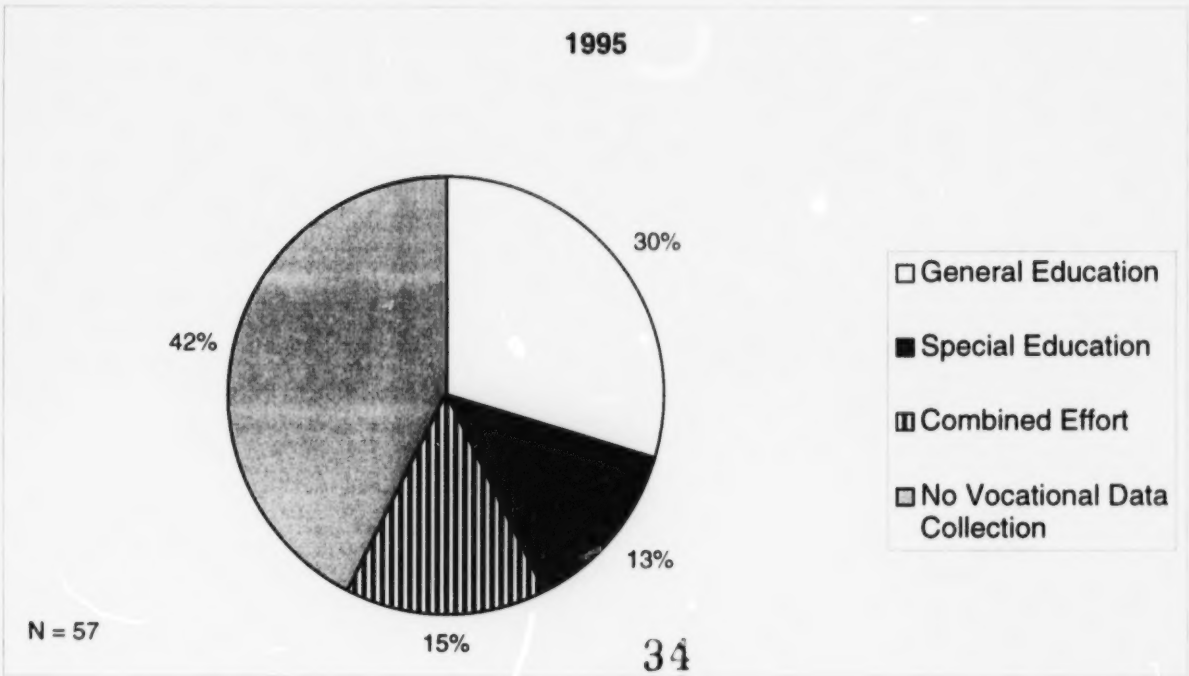
Trends in the Reported Uses of Vocational Information

Percent of Those States Collecting Vocational Data on Students with Disabilities Who Report Using the Information for:	In 1992 (N = 13)	In 1995 (N = 34)
Local or State Accountability	0 (0%)	29 (85%)
Program Evaluation	6 (46%)	19 (56%)
Individual Student Decision Making	0 (0%)	12 (35%)
Reporting to State Legislature	3 (23%)	7 (21%)
Reporting to State Education Agency	1 (8%)	21 (62%)
Reporting to Local Education Agencies	8 (62%)	17 (50%)
Reporting to Other State Agencies/Departments	*	6 (18%)
Reporting to Parents and Parent Groups	*	8 (24%)
Reporting to Media	*	2 (6%)

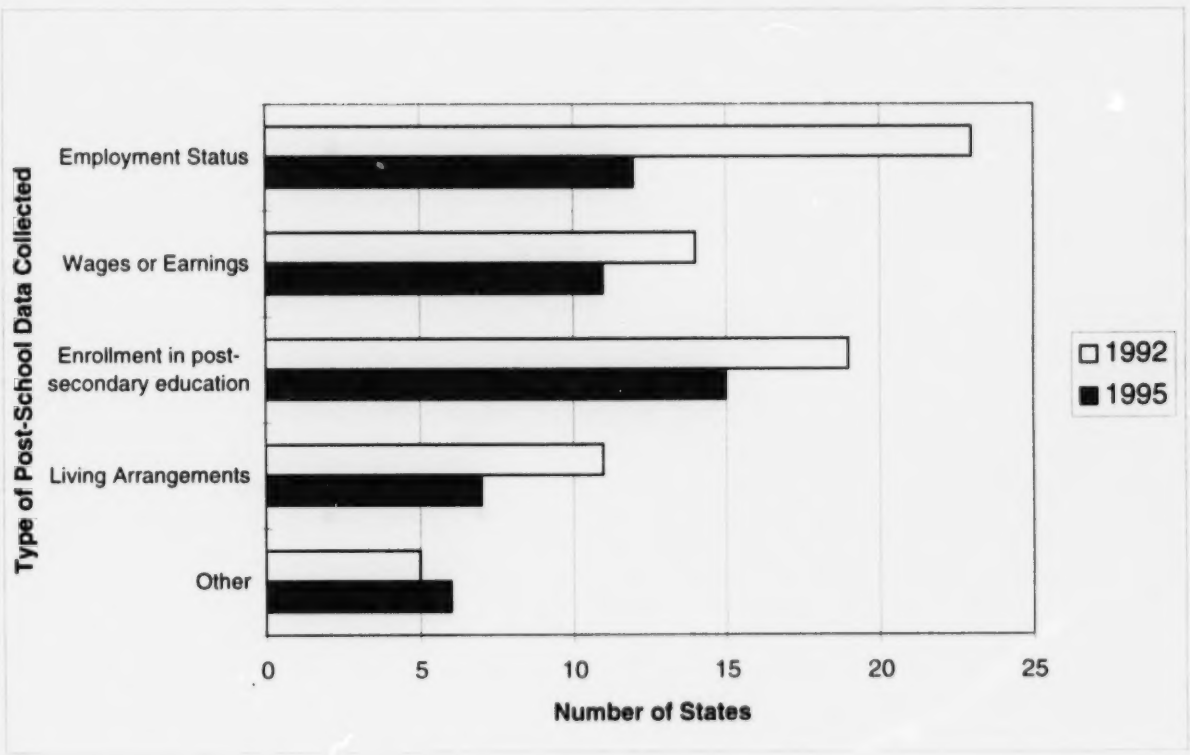
* Data not collected in 1992 survey.

SEA Responsibility for Vocational Data Collection





Trends in the Collection of Post-School Data

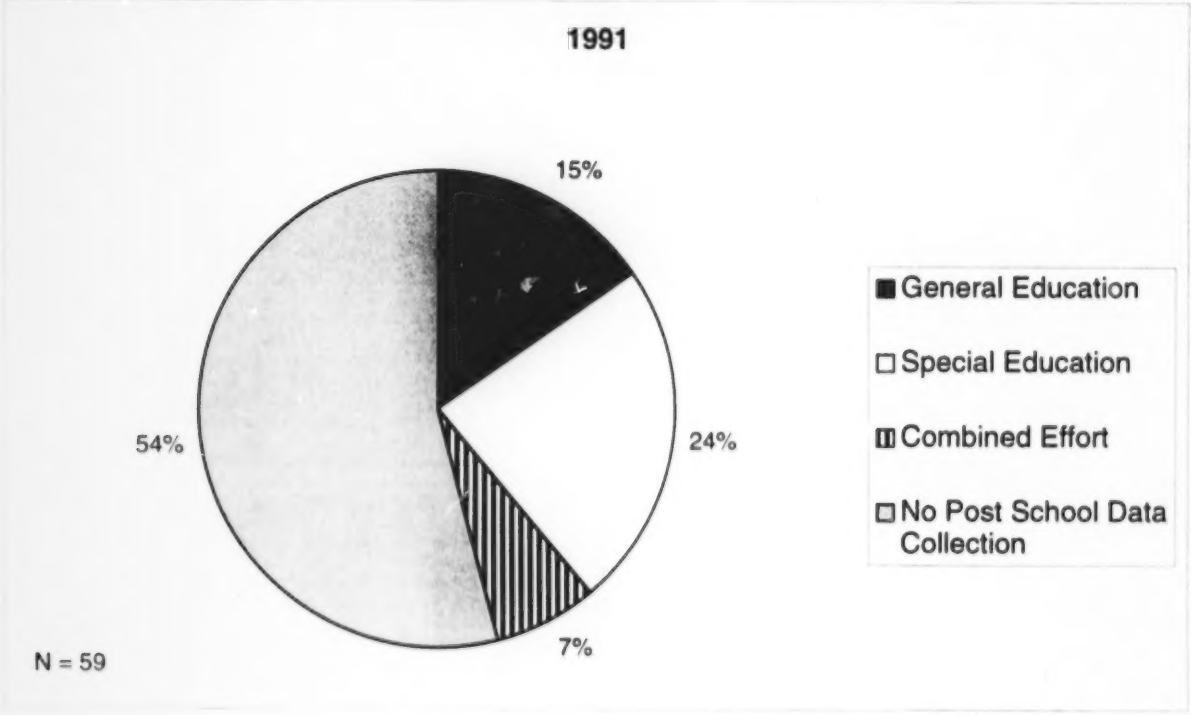


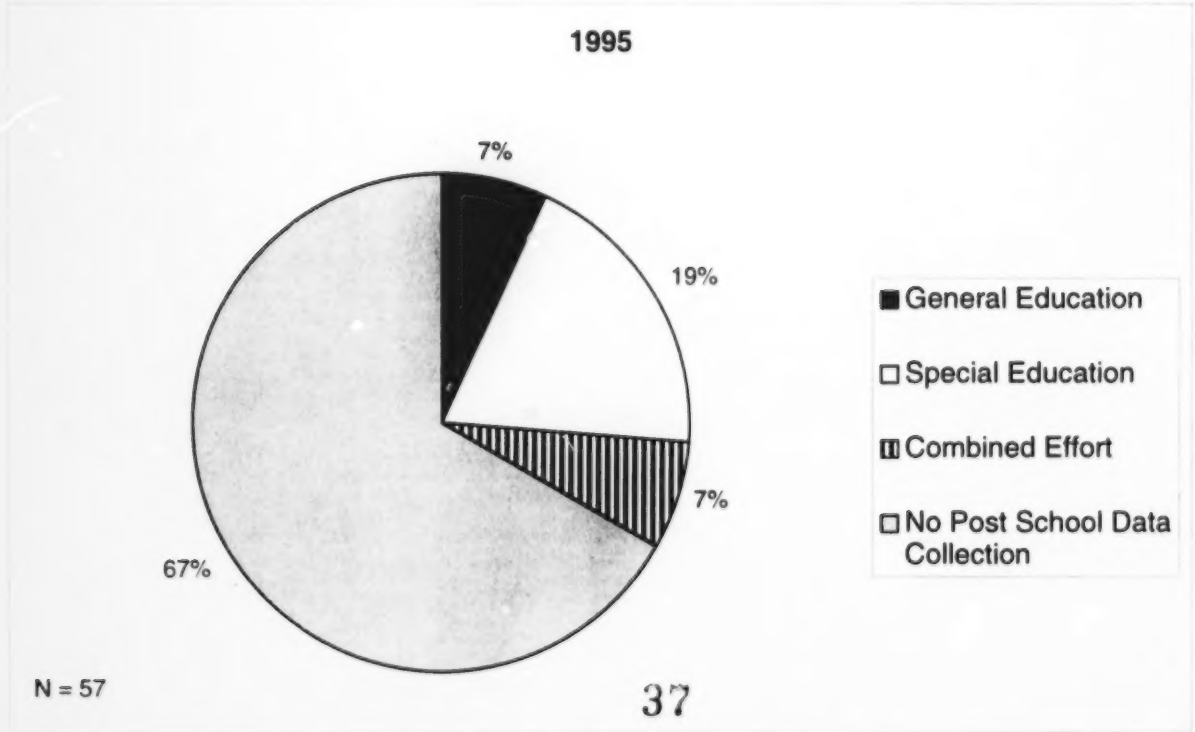
Trends in Reported Uses of Post-School Data

Percent of Those States Collecting Post-School Data Who Report Using the Information for:	In 1991 (N = 27)	In 1995 (N = 19)
Local or State Accountability	2 (7%)	14 (74%)
Program Evaluation	17 (63%)	11 (58%)
Individual Student Decision Making	2 (7%)	4 (21%)
Reporting to State Legislature	3 (11%)	8 (42%)
Reporting to State Education Agency	3 (11%)	17 (89%)
Reporting to Local Education Agencies	7 (26%)	15 (79%)
Reporting to Other State Agencies/Departments	2 (7%)	13 (68%)
Reporting to Parents and Parent Groups	0 (0%)	11 (58%)
Reporting to Media	*	4 (21%)

* Data not collected in 1991 survey.

SEA Responsibility for Post-School Data Collection





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Including Students With Disabilities

Participation in Assessments

Information on participation of students with disabilities in assessment has been notoriously difficult to obtain in a way that ensures comparability from one state to the next. Thus, in 1995 specific information was requested on the extent to which scores of students with disabilities could be identified in the assessment data base.

Figure 13 ■ page 34

One-third of the regular states are not able to identify and disaggregate from within their assessment program data bases the scores of students with disabilities.

Among those states that can identify and access achievement results for students with disabilities, roughly half do not choose to do so. In other words, a significant number of states that have the means to identify achievement data for students with disabilities do not aggregate, analyze, or report such information.

Figure 14 ■ page 35

States identify a number of barriers to analyzing and reporting achievement data for students with disabilities. Chief among the reasons, however, is lack of funding or resources, followed closely by lack of time. No state indicated that achievement scores of students with disabilities were not being analyzed and reported because of a lack of technical ability.

Figure 15 ■ page 36

In nearly all states now, the decision about the participation of a student with disabilities in a state assessment is made by that student's IEP team. In Kentucky, where the decision is about *which* assessment a student will take rather than whether the student will participate, that decision is made by the IEP team.

Assessment Accommodations

Figure 16 ■ page 37

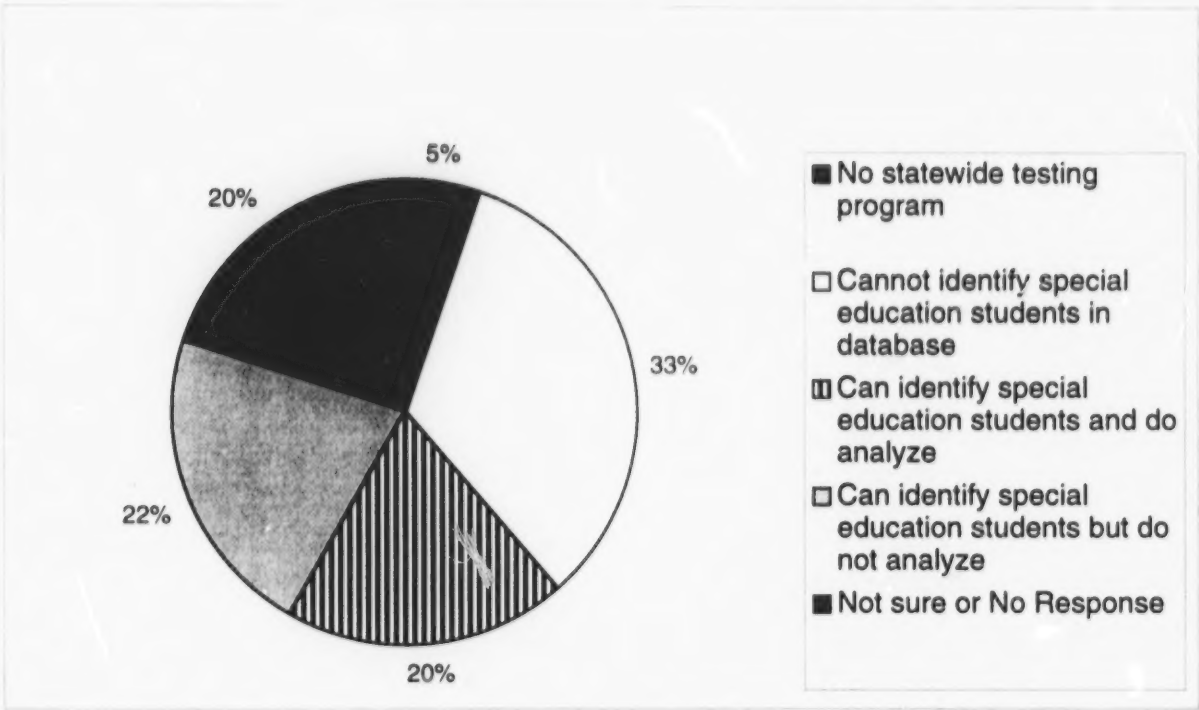
The need to examine the comparability of scores obtained when assessment accommodations are used can be addressed only if states are able to identify the scores achieved under accommodated conditions. Yet, only 18 of those states with assessment systems that allow for disaggregation can identify the specific accommodations that are used.

Longitudinal Trends

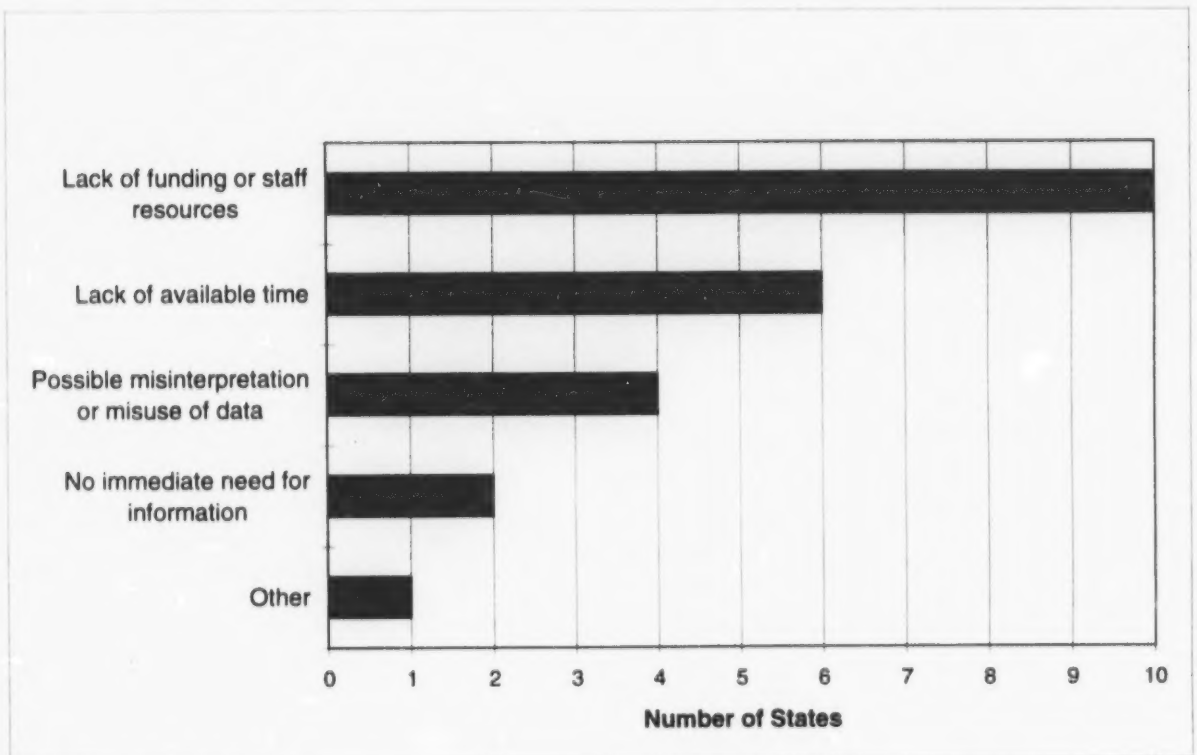
Figure 17 ■ page 38

The existence of written policy guidelines about the participation of students with disabilities in testing programs, and about the use of testing accommodations, has increased considerably over the past five years. (This information was not collected from the unique states). Examination of the actual written guidelines reveals that twenty-six of forty-three policies had been written or revised in 1994 or 1995. All but seven states had policies with dates more recent than 1991.

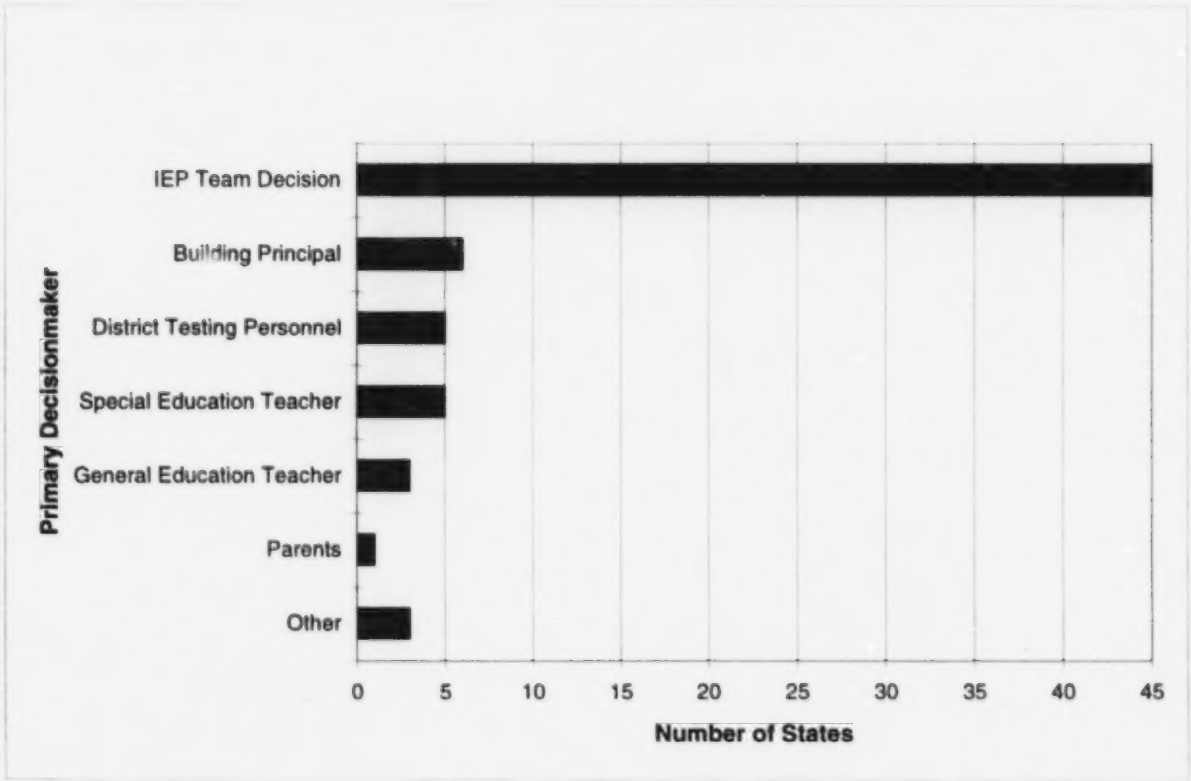
States that Identify and Access Achievement Data on Students with Disabilities



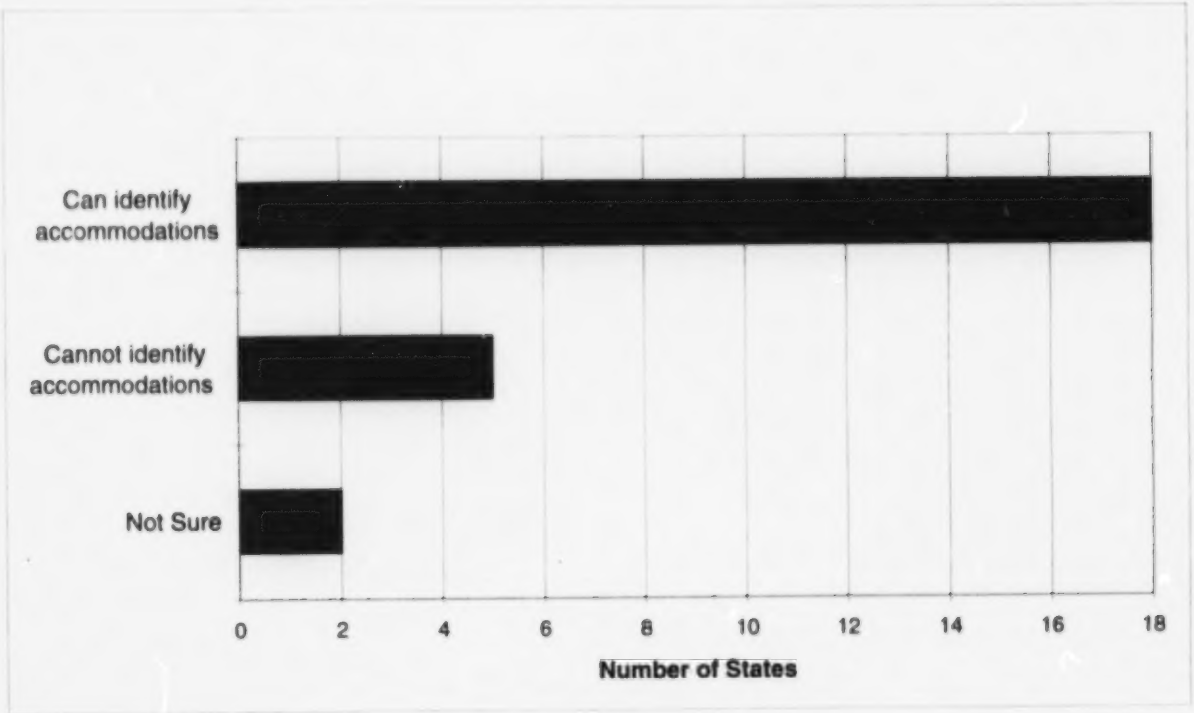
Barriers to Analyzing Statewide Achievement Data for Students with Disabilities



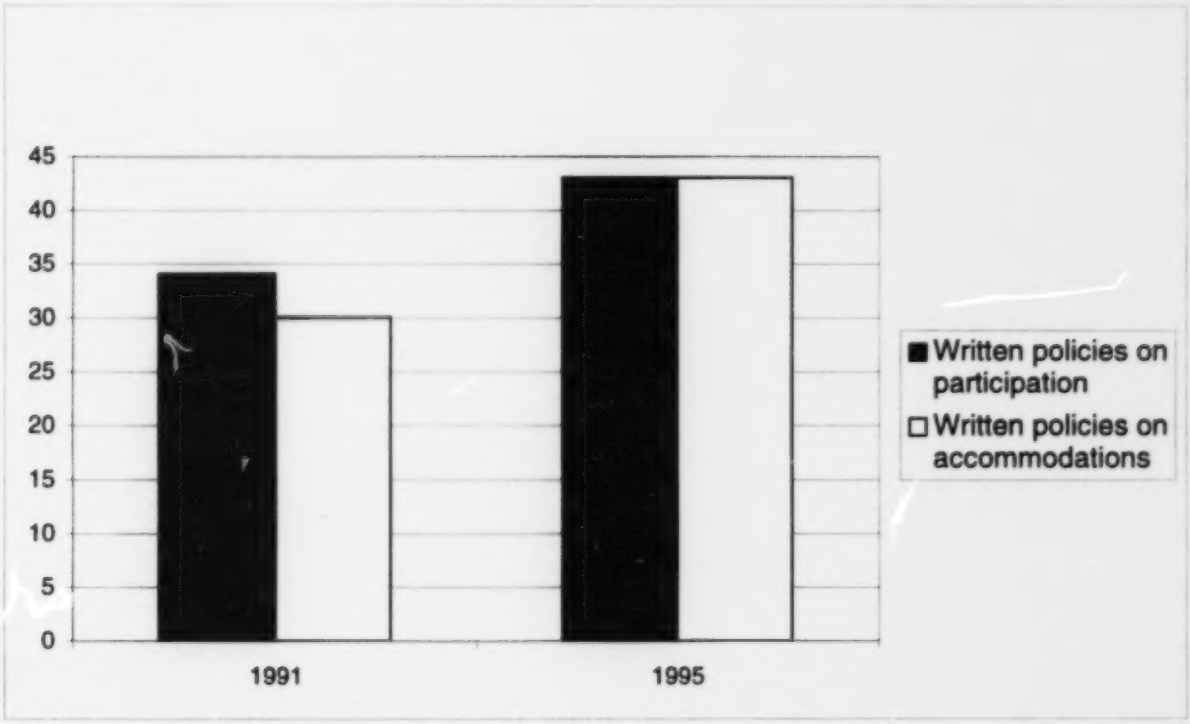
Decision Makers for Participation in Statewide Assessment Programs



States with Data on Accommodations Used in Academic Assessment Programs



Regular States with Written Policies on Testing Participation and Accommodations



State Needs

States identified both the issues they faced regarding the development, implementation, and reporting or use of outcomes information on students with disabilities, and their technical assistance needs for addressing these issues.

Figure 18 ■ page 40

Four issues were identified as major by more than half of the respondents:

- Adequacy of assessments for *all* students.
- Policies or practices regrading who participates in state assessments.
- Policies or practices regarding the provision of testing accommodations.
- Appropriateness of content and performance standards for *all* students.

Among the other issues identified were many different factors, including staff changes, concerns about terminology, and lack of commitment.

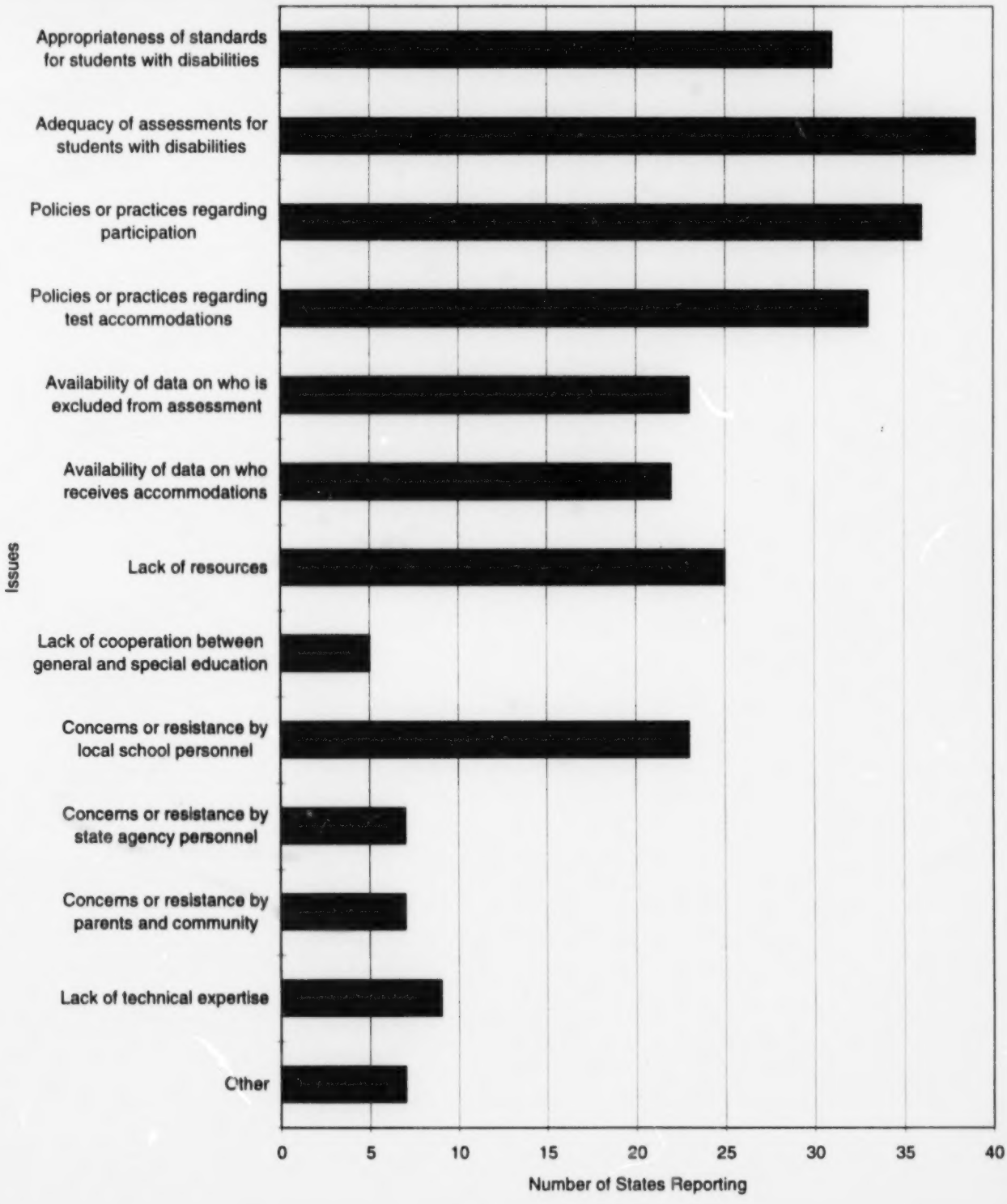
Figure 19 ■ page 41

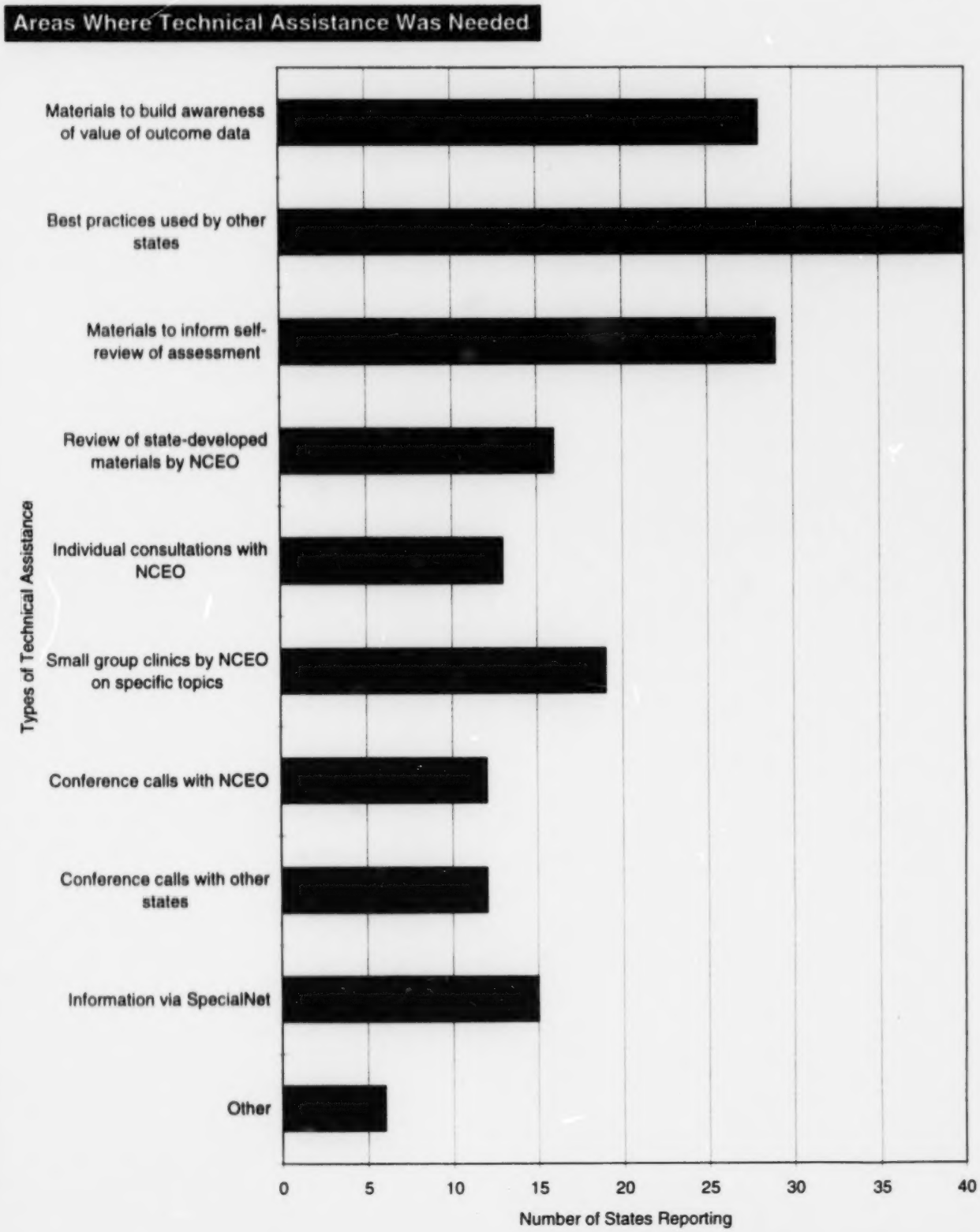
Technical assistance and support needs were numerous, yet most states commonly identified that the following would be most helpful:

- Best practice information used by other states.
- Materials for conducting self-reviews on the participation of students with disabilities in state assessment programs.
- Awareness materials about value of outcome data for students with disabilities.

Among other areas in which technical assistance was needed were designing assessments, validating accommodations, and solutions for emerging issues.

Outcomes Information Issues Identified as Major for Students with Disabilities




Areas Where Technical Assistance Was Needed
Materials to build awareness of value of outcome data
Best practices used by other states
Materials to inform self-review of assessment
Review of state-developed materials by NCEO
Individual consultations with NCEO
Small group clinics by NCEO on specific topics
Conference calls with NCEO
Conference calls with other states
Information via SpecialNet
Other
Types of Technical Assistance
0
5
10
15
20
25
30
35
40
Number of States Reporting